Explicit strategy instruction lesson format

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| **Procedure** | **Lesson** |
| **Select a text**. Ensure that the selected text will allow you to demonstrate the comprehension strategy and the ‘teaching idea.’ | Strategy = Questioning  Text = A Short Anthology of Folk Tales (big book)  Teaching Idea = Say Something/Ask Something |
| **Review the comprehension strategies** that have been explicitly taught. | Say: We have been learning about the things that happen in our brains as we read texts. Sometimes we use the clues the author is giving us to predict what might happen next. |
| **Highlight the comprehension strategy** that will be the focus for the explicit instruction. | Say: Today we are going to practise using the comprehension strategy called Questioning.  When we stop to question we are wondering about the text and this helps us understand. |
| **Model The Strategy**  Read a section of a text and use ‘think aloud’ to describe the comprehension strategy that is the lesson focus.  Demonstrate how to use the ‘teaching idea’ to support the comprehension strategy. | Introduction-  Talk about the front cover-  What is a folk tale?  Refer to section about folk tales.  Explain that folk tales are narratives.  What is a short anthology? Clue: there are 5 different folk tales.  How do the pictures help you think this?  Turn to *Hedda and the Ogre.* Look at picture and say something as a class group.  Read the first paragraph and ‘think aloud’ to demonstrate how to **question.** |
| Direct students to the **Say Something Chart**. Explain that we will follow this strategy but **ask questions** instead.  Refer them to class chart showing a list of possible question starters. |
| **Guided Support**  Read the next small section of text and ask students to turn to a partner and apply the strategy. | Ask students to use **Ask Something**with their thinking partner after reading/listening to the next paragraph.  Continue in this manner until the text is finished. |
| **Students Practice.**  Continue reading sections of the text with reduced teacher support. | Read ***The Shepherd’s Mistake*** with your questioning partner. Stop after each section to **Ask Something**.  Teacher focus on specific group of students.  \*Complete Three-Circle Map to locate narrative parts. |
| **Reflect** on how using the ‘teaching idea’ and strategy helps to understand the text. | How might you use QUESTIONING in the future?  How did QUESTIONING help you to understand the text? |